

A PROCESS OF REWRITING SOCIAL STUDIES MATERIALS ON LATIN AMERICA  
FOR SIXTH GRADE PUPILS WITH READING ABILITIES OF THIRD OR  
FOURTH GRADE LEVEL

by

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## INTRODUCTION

All elementary teachers of the intermediate and upper elementary grades have experienced difficulties in teaching pupils because a percentage of the pupils have had reading abilities lower than their grade level. This difficulty has become evident particularly when teaching any of the content subjects. Among the content subjects social studies has always presented the greatest difficulties because of the high verbal content.

Authorities in the fields of reading and social studies have recognized the problem of meeting the lower level reading abilities, but their recommendations in regard to rewriting generally have been limited to suggesting that teachers rewrite text and supplementary material for the pupils with lower level reading abilities. Unfortunately few authorities have elaborated on how to carry out the rewrite process.

The writer experienced the problem of meeting lower level reading abilities when teaching social studies relating to Latin America to pupils in sixth grade. In each class a small percentage of pupils was observed who had a reading ability level of third or fourth grade. The writer never found material for the pupils with lower reading abilities that was adequate to replace the text and supplementary material of the sixth grade level.

Most text books on Latin America have been written primarily for pupils in the sixth grade. A few texts on Latin America have been written for fifth grade pupils. Most of the supplementary reference books on Latin America have been written with fifth and sixth graders in mind.

Some reference books on Latin America have been written with a reading vocabulary span of third, fourth, and fifth grades. The weakness of these reference books has been that the concepts expressed were also intended for the lower grade levels. As such, they have not substituted adequately for the textbooks and supplementary reference books designed for sixth grade pupils.

Since publishers have not provided material to meet the problem, the only solution has been for elementary teachers to rewrite material as needed, if they had the time.

#### STATEMENT OF THE PROBLEM

It was the purpose of this study (1) to request information from leading publishers of reading material for elementary schools whether social studies materials have been published on Latin America for sixth grade pupils written on a third or fourth grade reading level; (2) to review current literature on the process of rewriting textbook and supplementary reading material for pupils with a reading ability lower than their assigned grade; (3) to select the best

features of the various rewrite processes suggested by authorities; (4) to review literature on the formation of controlled vocabularies for third and fourth grade reading levels; (5) to develop consolidated vocabularies for both third and fourth grade reading levels; (6) to utilize the criteria for rewriting material and one of the consolidated controlled vocabularies to prepare a sample rewrite of sixth grade material on Latin America; (7) to make this process available for any elementary teachers interested in meeting reading level difficulties while teaching social studies dealing with Latin America.

#### DEFINITIONS OF TERMS USED

Process. A process was interpreted to mean the total procedures used in an interrelated manner to carry out a task.

Rewriting. Throughout this report the term "rewriting" was interpreted as meaning the restatement of previously written subject matter, which was written for one level, in a simplified form for readers of a lower reading level.

Social studies material. Social studies material was interpreted as selected written matter on history, geography, economics, anthropology, sociology, and religion written for elementary pupils.

Latin America. Latin America was interpreted to include all the countries, colonies, and islands of Central America, South America,

and the West Indies.

Sixth grade pupils. This phrase was used to refer only to pupils in the sixth grade according to the elementary school K - 6 grade system.

Reading ability. Reading ability was interpreted to mean being able to read at a reading level at which word recognition errors do not exceed five per cent.

Third grade. The phrase, third grade, was used to refer only to the usual performance of third grade pupils.

Fourth grade. The phrase, fourth grade, was used to refer only to the usual performance of fourth grade pupils.

#### REVIEW OF LITERATURE

Two different approaches to reviewing literature on the topic of this report were made. The first approach was concerned with all the procedures used in rewriting social studies material. The second approach was concerned specifically with one aspect of rewriting social studies material -- the use of a controlled vocabulary.

Many authorities on social studies and reading have made one sentence statements that one way of solving difficulties of lower level reading abilities is by rewriting the reading material. Only a few authorities have offered any suggestions on how this can be done.



In a co-operative work Adams, Gray, and Reese suggested that in some cases it may be desirable to rewrite materials: "In some cases it may be desirable to rewrite or paraphrase a selection in which a pupil has displayed interest but which is too difficult for him."<sup>1</sup> These same authors recommended that when rewriting or paraphrasing the vocabulary and sentence structure be simplified.

The most informative discussion of rewriting material discovered by the writer was prepared by Benbrook.<sup>2</sup> She offered many valuable suggestions for the rewriting process. She developed criteria for writing informative material for retarded readers. Based on the criteria she prepared a sample set of material. The sample was not included in her article, but she included an analysis of her own experience in trying to write a sample set of material according to the criteria. Next she narrated the results of a tryout of the material with a group of retarded readers. And finally she summarized an appraisal of her criteria and the sample set of material. The appraisal was made by a jury composed of forty fifth and sixth grade classroom teachers, thirty-three elementary school teachers of remedial reading, and twenty-seven children's librarians from public schools and public libraries.

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<sup>1</sup>Fay Adams, Lillian Gray, and Dora Reese, Teaching Children to Read (New York: The Ronald Press Company, 1949), p. 404.

<sup>2</sup>Joyce Benbrook, "Criteria for Writing Informative Material for Retarded Readers," Elementary School Journal, 56:409-412, May, 1956.



Benbrook's criteria were summarized as follows:

1. Determine the kind of information that retarded readers want and need.
2. Determine the reading levels of the potential readers.
3. By listening to potential readers determine their vocabulary and language patterns.
4. Before beginning to write, determine the purpose for writing.
5. Make flexible plans for writing.
6. Use familiar short words when they express ideas as well as longer, uncommon words.
7. Avoid unnecessary words.
8. Clarify any unfamiliar words by supplying a definition or by using the words in defining contexts.
9. Use a mixture of moderately long and short sentences. For third and fourth grade material an average of about ten words is ideal.
10. Present ideas in a straightforward manner. Avoid compound, complex, and inverted sentences.
11. Write as though talking to the readers.
12. Adjust writing to the maturity level of the readers.
13. Write short paragraphs.
14. Present ideas in logical order.
15. Provide good transitions between paragraphs.
16. Avoid long introductions.
17. Use a direct, expository style.

18. Keep motivation, difficulty of concepts, and readers' experiences in mind while writing.
19. Do not follow these criteria slavishly.
20. Revise and polish the writing.
21. Test the writing by the Spache readability formula or the University of Miami readability formula.

Although Broom, Duncan, Emig, and Stueber recommended the rewriting process, they did not offer methods for carrying out the process.

The teacher will often find that the children's difficulties make necessary her supplementing textbooks with materials that she constructs or prepares with the aid of the children. These supplementary reading materials should deal with the concepts and with the vocabulary of the textbook presentation to which they are related.<sup>1</sup>

In another co-operative work Burton, Baker, and Kemp suggested that standard word lists be used for rewriting materials in all subjects.<sup>2</sup> They did not suggest procedures for the rewriting process.

In a study of readability Gray brings together in one article an analysis of vocabulary studies and several studies of other factors

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<sup>1</sup>Mybert Eustace Broom, Mary Alice Allen Duncan, Dorothy Emig, and Josephine Stueber, Effective Reading Instruction (New York: McGraw-Hill Book Company Inc., 1951), p. 92.

<sup>2</sup>William Henry Burton, Clara Belle Baker, and Grace K. Kemp, Reading in Child Development (Indianapolis: The Bobbs-Merrill Company, Inc., 1956), p. 303.

that contribute to readability.<sup>1</sup> When commenting on previous studies he emphasized that vocabulary control in itself does not solve reading problems for slow readers. He maintained that many other factors must be considered along with vocabulary. Those factors were the number of running words, the percentage of different words, the percentage of hard words, the percentage of polysyllabic words, the weighted measure of vocabulary difficulty, the number of abstract words, the number of affixed morphemes, the percentage of prepositional phrases, the percentage of indeterminate clauses, the number of simple sentences, the average sentence length, the number of personal pronouns, the number of words expressing human interest, the percentage of colorful words, the number of words representing fundamental life experiences, and the number of words usually learned early in life.

Gray and Reese agreed that current content books offer difficulties to all students because of too many concepts with too few explanations:

Content books often overwhelm the child by presenting too many concepts with too few explanations. One geography book, for example, actually contains 200 new terms in one section. These are introduced with machine-gun rapidity and are given little or no development or clarification.<sup>2</sup>

When writing on the scarcity of suitable books for pupils with

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<sup>1</sup>William S. Gray, "Progress in the Study of Readability," The Elementary School Journal, 47:491-499, May, 1947.

<sup>2</sup>Lillian Gray and Dora Reese, Teaching Children to Read (New York; The Ronald Press Company, 1957), p. 377.

lower reading ability, Harris advised that teachers rely largely on materials prepared by themselves. He suggested that in rewriting the teacher make each unit short enough so that it can be finished within one period, that each article have a brief introductory statement to give pupils suggestions about the way the selection should be read, that each article end with questions which may be answered in writing or orally, that the style be simple and straightforward, that compound and complex sentences be used in moderation, that the level of complexity should suit the reading level of the intended readers, that reputable controlled vocabularies be used, that generally an easy word be used in place of a more difficult synonym, that some unusual or difficult words are permissible.<sup>1</sup>

Jarolimek highly recommended and enumerated the rewrite procedures developed by Joyce Benbrook as listed above.<sup>2</sup>

In giving advice for original writings in social studies Junell offered suggestions which could be considered helpful in rewriting social studies materials. He advised that sentences be short and that generally phrases and clauses be eliminated. He further suggested that average sentences consist of eight or ten words, that the longest sentences be limited to seventeen words, that vocabulary be based on

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<sup>1</sup>Albert J. Harris, How to Increase Reading Ability (New York: David McKay Company, Inc., 1961) pp. 500-501.

<sup>2</sup>John Jarolimek, Social Studies in Elementary Education (New York: The Macmillan Company, 1959), pp. 121-122.

reputable word lists, that paragraphs be kept short, that hazy and cloudy sentences be avoided, that topic sentences be sharp and be placed as often as possible at the beginning of each paragraph, that concepts be limited to the pupil's level. He warned that the concepts of geographic distance and time are difficult. For time concepts he suggested the use of such phrases as "Many years ago", "Long, long ago", and "During the time of the Indians". Finally Junell advised that the writer stay as close to the world that the reader is familiar with or the writer will lose him, and that the fourth grade reader is not ready for distant flights into the past or philosophical interpretations of the present.<sup>1</sup>

Michaelis promoted the idea of rewriting social studies material for pupils with lower levels of reading ability and offered some helpful procedures to be used in the rewrite process:

Some teachers find it helpful to provide easy-to-read, rewritten material for those children who have not developed levels of reading ability that are adequate for handling standard reading materials. Teacher-prepared materials are also helpful when material on a given topic is unavailable. Rewritten materials should be organized in a file so that children can refer to them as they attack problems in the unit of work being studied. Many teachers find it helpful to prepare one or more rewrites related to each major problem in the unit; they may be related to food, shelter, clothing, transportation, communication, or other social functions, as well as to specific topics in a unit of work. It is helpful to add illustrative materials such as pictures, charts, photographs, and post cards. A simple style of writing should be used. The best single approach is to imagine that you are writing a letter to a child in which you wish to inform him about a given topic.

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<sup>1</sup>Joseph Junell, "A Guide for Writing a Fourth Grade Social Studies Textbook," The Social Studies, 50:217-19, November, 1959.



Simple sentences and nontechnical vocabulary should be used. . . .<sup>1</sup>

Ozmon offered advice for the writing of children's textbooks for deprived areas which could apply to rewrites. He suggested that material be avoided that is uninteresting to the child and is unrelated to the child's life.<sup>2</sup>

Consideration of Spache's justification for his readability formula for primary grade reading materials was a reverse approach to determining what makes for readability. Spache concentrated on the average length of sentence and vocabulary control as the two most important factors determining readability.<sup>3</sup>

Wesley demonstrated that vocabulary is not the only reading difficulty with social studies material by showing difficult sentences compiled from a controlled vocabulary. He further explained that easy words can express complex concepts. In regard to rewrites he consented that removal of difficulties in social studies material by using simpler words is occasionally helpful. As a wholesale procedure he objected to word substitution for three reasons. He believed that the difficulty

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<sup>1</sup>John Udell Michaelis, Social Studies for Children in a Democracy (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1956), pp. 329-330.

<sup>2</sup>Howard A. Ozmon Jr., "A Realistic Approach to the Writing of Children's Textbooks for Deprived Areas," Elementary English, 37:534-535, December, 1960.

<sup>3</sup>George Spache, "A New Readability Formula for Primary Grade Reading Materials," The Elementary School Journal, 53:410-413, March, 1953.



is often in the ideas and not in the vocabulary. He was convinced that rewrites inevitably change the color, tone, or meaning of passages. And he felt that vocabulary is the means of overcoming barriers to grasping concepts rather than being the barrier. Finally he pointed out numerous reading difficulties which should be considered when rewriting. They were:

. . . sentence length, sentence structure, figurative language, differences of expression, failure of the author to differentiate between what is important and what is ancillary, abstractness of style, lack of supporting details, and overuse of specialized words.<sup>1</sup>

In presenting a practical readability formula Wheeler and Smith stressed the number of polysyllabic words as the core of the formula. According to these authors reading difficulties have arisen due to an excess of polysyllabic words.<sup>2</sup>

Literature on the formation of controlled vocabularies was reviewed from the earliest attempts to the most recent.

Housh developed one of the first controlled vocabularies for elementary pupils.<sup>3</sup> He investigated ten second-year readers. Using

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<sup>1</sup>Edgar Bruce Wesley, Teaching Social Studies in Elementary Schools (Boston: D. C. Heath and Company, 1952), p. 283.

<sup>2</sup>Lester R. Wheeler and Edwin H. Smith, "A Practical Readability Formula for the Classroom Teacher in the Primary Grades," Elementary English, 31:397-399, November, 1954.

<sup>3</sup>E. T. Housh, "Analysis of the Vocabularies of Ten Second-Year Readers," The Seventeenth Yearbook of the National Society for the Study of Education (Bloomington, Ill.: Public School Publishing Company, 1918), pp. 40-45.

fourteen times as a frequency, he found 419 words common to the second-year readers. All of the words were included in the consolidated controlled vocabulary for third grade reading level listed in this report.

Inspired by the work of Housh, Packer conducted an analysis of ten first-year readers.<sup>1</sup> He discovered 3,541 words and arranged them according to frequency. He did not eliminate any words due to low frequency. All of Packer's list was not used in the consolidated vocabulary for third grade cited in this report. Obsolete words and words with a frequency less than five were omitted.

A committee of the National Society for the Study of Education undertook the formulation of a controlled vocabulary by agreeing on two principles. First, they maintained that a controlled vocabulary should be within the comprehension of the children who are to use it. Second, they held that a controlled vocabulary should contain words of greatest value to the child in his present and future reading. They consolidated all the words from three previously formed lists. Ernest Horn had prepared a list of spoken vocabulary of eighty children varying in age from one to six years. Mrs. Ernest Horn with the assistance of kindergarten teachers of Iowa and Minnesota analyzed 200,000 words of spoken vocabulary of kindergarten children. P. C. Parker had prepared

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<sup>1</sup>J. L. Packer, "The Vocabularies of Ten First Readers," The Twentieth Yearbook of the National Society for the Study of Education Part II (Bloomington, Ill.: Public School Publishing Company, 1921), pp. 127-144.

a tabulation of 70,000 running words of spoken vocabulary of first grade children in Detroit. In comparing the three lists the committee found 5,000 words in common. Using a frequency of twenty-five, the committee prepared a controlled vocabulary of 1086 words.<sup>1</sup> All the words were included in the consolidated vocabulary for the third grade reading level found in this report.

At about the same time as the above mentioned committee was working on its list, H. W. Kircher analyzed the vocabularies of thirty-seven primers and first readers. This resulted in a controlled vocabulary of 869 words.<sup>2</sup> All the words were included in the consolidated vocabulary for the third grade reading level cited in this report.

Gross prepared a vocabulary study of ten preprimers. Using a frequency of four or more she developed a list of 238 words.<sup>3</sup> All the words were included in the consolidated vocabulary for third grade reading level listed in this report.

A very popular study of vocabulary was made by Arthur I. Gates. He developed a list of 1811 words which he regarded as highly suitable for use in all forms of reading material for grades one, two,

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<sup>1</sup>Guy Montrose Whipple (ed.), The Twenty-fourth Yearbook of the National Society for the Study of Education Part I (Bloomington, Ill.: Public School Publishing Company, 1925), pp. 186-193.

<sup>2</sup>Ibid, pp. 193-198.

<sup>3</sup>Aline E. Gross, "A Preprimer Vocabulary Study," The Elementary School Journal, 35:48-56, September, 1934.

and three.<sup>1</sup> All the words of this list were included in the consolidated vocabulary for third grade reading level cited in this report.

For many years Dolch has been interested in vocabulary control. His first attempt in preparing a controlled vocabulary dealt with a basic sight vocabulary. Using lists prepared by the Child Study Committee of the International Kindergarten Union, the Gates list, and a list prepared by H. E. Wheeler and Emma A. Howell he prepared two lists of words. One was a list of 220 common words; the other was a list of ninety-five common nouns.<sup>2</sup> Later Dolch prepared a list of 1000 words regarded as being the most important for children's reading.<sup>3</sup> Dolch's most recent contribution to vocabulary study was a list of 684 words most useful in storytelling for primary pupils.<sup>4</sup> All of the words in Dolch's lists were included in the consolidated vocabulary for third grade reading level cited in this report.

A combined word list of 19,000 words by Buckingham and Dolch was reviewed. Since the words were not listed strictly according to

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<sup>1</sup>Arthur I. Gates, A Reading Vocabulary for the Primary Grades (New York City: Bureau of Publications, Teachers College, Columbia University, 1935), pp. 5-20.

<sup>2</sup>Edward William Dolch, "A Basic Sight Vocabulary," The Elementary School Journal, 36:456-460, February, 1936.

<sup>3</sup>Dolch, Teaching Primary Reading (Champaign, Ill.: The Gerrard Press, 1950), pp. 430-437.

<sup>4</sup>Dolch, "Needed Vocabulary," Elementary English, 37:530-534, December, 1960.

grade level, the study was not utilized in this report.<sup>1</sup>

Considerable research and study on vocabulary for elementary pupils has been carried out by Durrell. Durrell's work has resulted in two important controlled vocabularies.<sup>2</sup> One was a remedial reading vocabulary for primary grades consisting of 754 words. These words were included in the consolidated vocabulary for third grade reading level listed in this report. The other list was an intermediate vocabulary consisting of 691 words. Only the words in the fourth grade section were included in the consolidated vocabulary for the fourth grade reading level.

Based on previously formulated core vocabularies and a study of ten additional preprimer reading programs, Langston prepared a list of 306 different words found in all the preprimers of ten programs and a core vocabulary of seventy-two words most frequently used in the same preprimers.<sup>3</sup> All the words from these lists were included in the consolidated vocabulary for third grade reading level included in this report.

Stone, a prominent authority on the subject of vocabulary control,

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<sup>1</sup>B. A. Buckingham and Edward W. Dolch, A Combined Word List (Chicago: Ginn and Company, 1936), pp. 21-185.

<sup>2</sup>Donald Dewitt Durrell, Improvement of Basic Reading Abilities (Yonkers-on Hudson, New York: World Book Company, 1940), pp. 345-369.

<sup>3</sup>Roderick G. Langston, "A Core Vocabulary for Preprimer Reading," The Elementary School Journal, 41:766-773, June, 1941.



has prepared several valuable lists. Two of them were included in this report. Stone investigated vocabularies of twenty preprimers which resulted in a list of one hundred most important preprimer words.<sup>1</sup> A second list of 1,916 words prepared by Stone was consolidated from eleven previously prepared lists and was designed for grades one to three.<sup>2</sup>

Sister M. Dorothy and Sister Rita Cecile completed a study of the vocabularies of twenty preprimers published since 1937.<sup>3</sup> Since the practice of using companion preprimers was already accepted, they studied several preprimers in each series. Their study resulted in a core vocabulary of one hundred words. These words were included in the consolidated vocabulary of third grade reading level listed in this report.

A lengthy study of the vocabulary of 121 first grade readers made up of forty-two preprimers, thirty-eight primers, and forty-one first readers published between 1930 and 1940 was made by Kearney. This resulted in two lists of 2,691 different common words listed

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<sup>1</sup>Clarence R. Stone, "The Vocabularies of Twenty Preprimers," The Elementary School Journal, 41:423-429, February, 1941.

<sup>2</sup>Stone, Progress in Primary Reading (St. Louis: Webster Publishing Co., 1950), pp. 102-132.

<sup>3</sup>Sister M. Dorothy and Sister Rita Cecile, "A Vocabulary Analysis of Recently Published Preprimers," Journal of Educational Research, 40:116-123, October, 1946.



according to frequency.<sup>1</sup> All of these words were included in the consolidated vocabulary for third grade reading level included in this report.

Gentry carried out another study of preprimers. She investigated common words found in sixty-six preprimers. Two lists resulted.<sup>2</sup> One list consisted of the first 125 common words. The other list consisted of the second 125 common words. The consolidated vocabulary for the third grade reading level found in this report included all of Gentry's words.

Knipp prepared a valuable booklet for elementary teachers and reading specialists who are interested in the words most commonly used for teaching reading. She compiled a list of 2,646 words most frequently found in basic readers, spelling textbooks and other authoritative vocabulary lists.<sup>3</sup> The words were arranged on five grade levels. The words from the first three levels were used in the consolidated vocabulary for third grade reading level listed in this report. Words from the fourth grade level were used in the consolidated vocabulary for

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<sup>1</sup>Nolan C. Kearney, "An Analysis of the Vocabulary of First Grade Reading Material," Journal of Educational Research, 43:525-532, March, 1950.

<sup>2</sup>Lillian Gentry, "A Study of the Vocabulary Load of Sixty-Six Preprimers," Journal of Educational Research, 43:525-532, March, 1950.

<sup>3</sup>Helen Bachman Knipp, Basic Vocabulary, Phrases, and Sentences for Early Reading Instruction (Meadville, Pennsylvania: Keystone View Company, 1952), pp. 1-12.

fourth grade reading level included in this report.

Wheeler and Howell completed an analysis of the vocabularies of ten primers and ten first readers. This recent study resulted in a list of 453 words listed according to frequency.<sup>1</sup> All of the words were included in the consolidated vocabulary for third grade reading level cited in this report.

#### PROCEDURES OF RESEARCH

A first step of research was to determine whether social studies material had been published on Latin America for sixth grade pupils written on a third or fourth grade reading level. One hundred ten publishers were contacted by letter. The publishers selected were those who publish any reading material for elementary school children. This included all prominent textbook publishers. A list of publishers prepared by Harris was very helpful in making a selection.<sup>2</sup>

When writing to the publishers the writer used the approach of a prospective buyer. After considerable deliberation it was decided that a letter written as a prospective buyer would bring better results than a letter written as a student researcher. It was felt that the publishers would act more promptly and willingly if there

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<sup>1</sup>H. W. Wheeler and Emma A. Howell, "A First Grade Vocabulary Study," The Elementary School Journal, 31:52-60, September, 1960.

<sup>2</sup>Harris, op. cit., pp. 609-611.

were prospects of sales.

The letter to each publisher was typed individually. No form letters were used. Each letter contained only one brief paragraph. That paragraph contained only one question. That question was: "Does your company publish any social studies material about Latin America for pupils in the sixth grade which is written on a third or fourth grade reading level?"

Of the 110 publishers contacted sixty-nine or 63 per cent replied in some way. Thirty-five publishers or 32 per cent explicitly stated that they do not publish social studies material on Latin America for sixth graders with a third or fourth grade reading level. The remaining thirty-four publishers or 31 per cent replied by sending catalogs, brochures, and price lists which described any social studies material that they published on Latin America.

All printed material sent by publishers was screened for any indications that they published social studies material on Latin America for sixth grade pupils written on a third or fourth grade reading level. After reviewing the printed matter, the writer concluded that if such publications exist, the publishers are not promoting sales of that material.

In the writer's opinion, an important factor was that all the major publishers of elementary school textbooks replied either by letters or by sending printed matter on their publications.

The most valuable reply from a publisher came from Essay Press. This publishing firm voluntarily conducted its own research on the existence of the desired material and reported the results as follows:

Our investigation has shown that there is no publisher who currently publishes Social Studies materials on Latin America for the fifth or sixth graders which are written on a third or fourth grade reading level.<sup>1</sup>

Based on this research the writer concluded that if social studies materials on Latin America for sixth grade pupils written on a third or fourth grade reading level exist, they are at most very scarce.

The next step of research consisted of reviewing literature on the process of rewriting textbook and supplementary reading materials for pupils with a reading ability lower than their assigned grade. This library research began with reviewing the sections on reading and social studies in the Encyclopedia of Educational Research. Next Extracts of Doctors Dissertations were reviewed. The Educational Index and textbooks on reading and social studies provided the most valuable leads.

The opinions of various authorities on the rewriting process were compared. The points of major agreement were selected as criteria for preparing a rewrite and were listed on pages 24-25.

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<sup>1</sup>M. Merg, Letter from Essay Press to writer (New York: Essay Press, 12 November 1962), p. 1.

Another step in library research consisted of reviewing literature on the formation of controlled vocabularies from the earliest attempts to the most recent.

Based on twenty-one lists of controlled vocabularies two consolidated controlled vocabularies were prepared. Nineteen lists were used in the preparation of a consolidated controlled vocabulary for a third grade reading level. This vocabulary was listed on pages 25-55. Two lists were used for the preparation of a consolidated controlled vocabulary for the fourth grade reading level. This vocabulary was listed on pages 55-67.

In the preparation of the consolidated vocabularies each word selected from a previously prepared list was recorded on an index card and filed alphabetically. This process prevented duplication of words. As a result of this procedure the extensive duplication of words in different lists was revealed.

The consolidated controlled vocabulary for the fourth grade reading level was constructed as a continuation of the consolidated controlled vocabulary for the third grade reading level. In other words it was realized that preparation of rewrite material on a fourth grade reading level would require use of the words in the list for the third grade reading level.

In consolidating the vocabularies into two controlled vocabularies all fictional proper names found in readers were omitted. Only

the present tense forms of regular verbs were included. The various parts of irregular verbs were listed. Only the irregular plurals of nouns were recorded.

When consolidating the numerous vocabularies to form two consolidated vocabularies rather than selecting one recognized vocabulary for the third grade reading level and one recognized vocabulary for the fourth grade reading level, the writer realized that his action would be criticized. That action was based on the premise that a sixth grade pupil, even though a slow or retarded reader, would have been exposed to a broader vocabulary than would a third or fourth grade pupil. The variety of lists utilized when preparing the consolidated vocabularies provided words from many reading series.

While preparing the consolidated vocabularies the writer considered selecting words from several social studies series and including them in the vocabularies. Reconsideration of the fact that this rewrite process was intended for pupils with reading difficulties prompted the writer to limit the controlled vocabularies to words related to many reading series.

A final step in the preparation of this report consisted in preparing a sample rewrite. A section from a recent social studies publication, which can be used either as a textbook or as supplementary material, was selected. Using the selected criteria for the rewrite process cited on pages 24-25 and the consolidated controlled vocabulary



listed on pages 25-55 a sample rewrite was prepared and quoted on pages 67-70.

#### CRITERIA FOR THE REWRITE PROCESS

Selection of criteria for the rewrite process was based primarily on the major points of agreement by authorities on the rewrite process. Those criteria selected were as follows:

1. Determine the need for a rewrite.
2. Determine what material is important enough to rewrite.
3. Before beginning to rewrite determine the purpose for writing.
4. Make flexible plans for writing.
5. Use the consolidated controlled vocabulary for the appropriate reading level.
6. Avoid unnecessary words and figurative language.
7. Use familiar short words when they express ideas as well as longer, uncommon words.
8. Do not hesitate to use words not included in a controlled vocabulary when necessary.
9. Clarify words not found in a controlled vocabulary by supplying a definition or by using the words in defining contexts.
10. Earmark words not taken from a controlled vocabulary for the teacher to introduce.

11. Use a mixture of moderately long and short sentences.
12. An average sentence length of about ten words is ideal.
13. Sentence length should not exceed seventeen words.
14. Avoid complex, compound, and inverted sentences.
15. Keep prepositional phrases to a minimum.
16. Do everything possible to preserve the original concepts.
17. Present ideas in a logical order.
18. Write short paragraphs.
19. Provide a flowing transition between paragraphs.
20. As often as possible make the first sentence of a paragraph the topic sentence.
21. Make the introductory paragraph brief.
22. Revise and polish the rewrite while comparing it with the original.
23. When using a rewrite with pupils be alert to make changes when improvement seems to be necessary.
24. Finally do not follow these criteria slavishly.

#### A CONTROLLED VOCABULARY FOR THIRD GRADE READING LEVEL

As stated in Procedures of Research a controlled vocabulary for sixth grade pupils with a third grade reading ability was prepared by consolidating nineteen lists of controlled vocabulary. In the Review of Literature a statement of acknowledgment was made for the use of each vocabulary used in this process of consolidation. The resulting

vocabulary was arranged as listed below:

a	airplane	answer
able	airport	ant
aboard	alarm	any
about	alike	anyone
above	alive	anything
acorn	all	anyway
across	alligator	anywhere
act	allow	apart
add	almost	appear
address	alone	apple
adventure	along	April
afraid	already	apron
after	also	are
afternoon	although	aren't
afterward	always	arm
again	am	around
against	America	arrive
age	American	arrow
ago	among	art
agree	an	as
ah	and	ashamed
ahead	angry	ashes
ail	animal	aside
air	another	ask

asleep	balloon	because
at	banana	become
ate	band	bed
attention	bang	bedroom
attic	bank	bee
August	bare	beef
aunt	bark	been
auto	barn	beet
automobile	barnyard	beetle
autumn	barrel	before
awake	basket	beg
away	bat	began
awoke	bath	begin
ax	bathe	begun
baa	be	behind
babies	beach	being
baby	bead	believe
back	beak	bell
backward	bean	belong
bad	bear	below
bag	beast	belt
bait	beat	bench
bake	beautiful	bend
baker	beaver	beneath
ball	became	bent

berry	blaze	bough
beside	bless	bought
best	blew	bounce
better	blind	bounded
between	blink	bow
beyond	block	bowl
bicycle	bloom	bow-wow-wow
big	blossom	box
bigger	blow	boy
biggest	blue	branch
bill	bluebird	brass
bird	board	brave
birdie	boat	bray
birthday	body	bread
bit	boil	break
bite	bone	breakfast
bitter	bonnet	breast
black	book	breathe
blackberry	bookkeeper	breath
blackbird	boot	breeze
blackboard	born	brick
black-smith	both	bridge
blade	bother	bright
blame	bottle	brightly
blanket	bottom	bring

broke	burr	camel
broken	burst	camp
brook	bus	can
broom	bush	canal
brother	bushy	candle
brought	business	candy
brown	busy	cannot
brownie	but	canoe
brush	butcher	can't
bubble	butter	cap
bucket	buttercup	cape
bud	butterfly	captain
buffalo	button	car
bug	buy	card
build	buzz	care
building	by	careful
built	cabbage	carefully
bulb	cabin	careless
bumblebee	cafe	carpenter
bump	cage	carriage
bunch	cake	carrot
bundle	calf	carry
bunny	call	cart
bunt	calves	carve
burn	came	case



castle	cheer	church
cat	cheerful	churn
catch	cheese	circle
caterpillar	cherry	circus
cattle	chest	city
caught	chestnut	clam
cause	chew	clang
cave	chick	clap
caw	chicken	class
ceiling	chief	clatter
cellar	child	claw
cent	children	clay
center	chimney	clean
certain	chin	clear
chain	China	clerk
chair	Chinese	clever
chalk	chip	click
chance	chipmunk	climb
change	chirp	cloak
chap	chocolate	clock
chapter	choose	close
chase	chop	closet
chatter	chose	cloth
check	Christmas	clothes
cheek	chuckle	cloud

clover	conductor	cow
clown	contented	cowboy
club	coo	coyote
cluck	cook	cozy
coach	cookies	crab
coal	cooky	crack
coast	cool	cracker
coat	coop	cradle
coax	copper	crash
cock	copy	crawl
cock-a-doodle-do	cord	crayon
cocoa	corn	cream
cocoon	corner	creature
coffee	cost	creek
cold	cottage	creep
collar	cotton	crept
color	cough	cried
colt	could	crocodile
comb	couldn't	cross
come	count	crow
comfort	country	crowd
comfortable	course	crown
command	court	cruel
common	cousin	crumb
company	cover	crumple

cry	day	dine
cub	daytime	ding
cuddle	dead	ding-dong
cup	deal	dining
cupboard	dear	dinner
curd	death	dip
curious	December	direction
curl	decide	dirt
curtain	deck	dirty
cut	deep	disappear
cute	deer	dish
dad	delicious	distance
daddy	delight	dive
daisy	den	divide
dance	desert	do
dandelion	desk	doctor
danger	destroy	does
dangerous	dew	doesn't
dare	diamond	dog
dark	did	doll
darkness	didn't	dollar
darling	die	dolly
dash	different	done
date	dig	donkey
daughter	dime	don't

door	drop	eaten
door-step	drove	edge
dot	drown	egg
double	drowse	eight
dough	drum	either
dove	dry	electric
down	duck	elephant
downstairs	dug	elevator
dozen	dull	eleven
drag	during	elf
drake	dust	elm
drank	Dutch	else
draw	dwarf	elves
dreadful	each	empty
dream	eager	end
dreamland	eagle	enemy
dress	ear	engine
drew	early	engineer
drift	earn	English
drill	earth	enjoy
drink	easily	enough
drip	east	enter
drive	Easter	envelope
driven	easy	errand
driver	eat	escape

Eskimo	faithful	feeler
even	fall	feet
evening	family	fell
ever	fan	fellow
every	fancy	felt
everybody	far	fence
everyone	fare	ferry
everything	farm	few
everywhere	farmer	fiddle
exactly	farther	field
except	fast	fierce
excite	fasten	fifty
exclaim	faster	fight
excuse	fat	fill
expect	father	finally
explain	fault	find
express	favorite	fine
eye	fear	finger
face	feast	finish
fact	feather	fir
factory	February	fire
fail	fed	firefly
faint	feed	fireman
fair	feel	firemen
fairy	feeling	fireplace

first	fold	fox
fish	folk	foxes
fisherman	follow	frame
fit	fond	frank
fit	food	free
flag	fool	freeze
flame	foolish	fresh
flap	foot	Friday
flash	for	friend
flat	forest	friendly
flea	forget	fright
fleet	forgive	frighten
flew	forgot	frisky
flies	forgotten	frog
float	fork	frolic
flock	form	from
floor	fort	front
flour	forth	frost
flow	forty	frosty
flower	foward	frozen
flutter	fought	fruit
fly	found	full
foam	fountain	fun
fog	four	funny
foggy	fourth	fur



furniture	give	got
furry	given	grade
gain	glad	grain
gallop	glass	grand
game	glee	grandfather
garage	gloves	grandma
garden	gnaw	grandmother
gas	go	grandpa
gasoline	goat	grant
gate	gobble	grape
gather	goblin	grass
gave	God	grasshopper
gay	goes	gray
gee	going	graze
geese	gold	great
general	golden	greedy
gentle	golden-rod	green
gentlemen	goldfish	greet
gently	gone	grew
get	good	grin
giant	goodby	grind
gift	good-bye	grocer
gill	goodnight	grocery
gingerbread	goody	ground
girl	goose	group

grow	hang	health
growl	happen	healthy
gruff	happiest	hear
grunt	happiness	heard
guard	happy	heart
guess	harbor	heat
guest	hard	heaven
guide	hardly	heavy
gum	hark	hedge
gun	harm	heel
ha	harness	held
habit	harvest	hello
had	has	help
hail	hat	helper
hair	hatch	hen
half	hate	her
half-chick	hath	herd
hall	haul	herder
Hallowe'en	have	here
ham	haven't	hers
hammer	hawk	herself
hand	hay	hey
handkerchief	haystack	hid
handle	he	hidden
handsome	head	hide

high	hoop	hunter
highway	hop	hurrah
hill	hope	hurry
hillside	hopped	hurt
him	hoppity-skip	husband
himself	horn	hush
hind	horse	hut
his	horseback	I
hiss	hose	ice
hit	hot	ice-cream
hitch	hotel	I'd
hive	hour	idea
ho	house	if
hoe	how	ill
hog	however	I'll
hold	howl	I'm
hole	huff	imagine
Holland	hug	important
hollow	huge	in
home	hum	inch
honey	hump	indeed
honk	hundred	Indian
honor	hung	ink
hood	hungry	inn
hook	hunt	insect

inside	jay	kindergarten
instant	jelly	kindness
instantly	jerk	king
instead	Jesus	kingdom
interest	jewel	kiss
interesting	job	kitchen
into	join	kite
invite	joke	kitten
iron	jolly	kitty
is	journey	knee
island	joy	knelt
isn't	judge	knew
it	juice	knife
its	July	knit
it's	jump	knives
itself	June	knock
I've	just	knot
jacket	keep	know
jack-o'lantern	kept	known
jam	kettle	lad
January	key	ladder
Japan	kick	ladies
Japanese	kid	lady
jar	kill	laid
jaw	kind	lake

lamb	least	lily
lambkin	leather	limb
lamp	leave	limp
land	leaves	line
lane	led	lion
language	left	lip
lantern	leg	list
lap	lemonade	listen
large	lend	little
lark	length	live
last	less	load
late	lesson	loaf
later	let	loaves
laugh	let's	lock
law	letter	locket
lawn	lettuce	log
lay	liberty	lonely
lazy	library	lonesome
lead	lick	long
leader	lie	longer
leaf	life	look
leak	lift	looking
lean	light	loose
leap	lightning	lose
learn	like	lost

lot	manner	meat
loud	many	meet
louder	map	melt
love	maple	men
lovely	marble	mend
loves	march	meow
low	March	merrily
luck	mark	merry
lucky	market	message
lump	married	messenger
lunch	marry	met
lurk	master	mew
lying	mat	mice
machine	match	middle
made	mate	middle-sized
magic	matter	midnight
maid	may	might
maiden	May	mile
mail	maybe	milk
main	me	milkman
make	meadow	mill
malt	meal	millar
mama	mean	million
marma	meant	mind
man	measure	mine



minnow	mouse	need
minute	mousey	needle
miss	mouth	neighbor
Miss	move	neither
mistake	Mr.	nest
mistress	Mrs.	net
mitten	much	never
mix	mud	new
moccasin	muddy	news
moment	mule	newspaper
Monday	music	New York
money	must	next
monkey	my	nibble
month	myself	nice
moo	nail	nickel
moon	name	night
moonlight	nap	nightgown
more	napkin	nine
morning	narrow	no
mosquito	nature	nobody
moss	naughty	nod
most	near	noise
mother	nearly	none
motor	neat	noon
mountain	neck	nor

north	oh	over
nose	oil	overhead
not	old	ow
note	older	owl
nothing	on	own
notice	once	owner
November	one	ox
now	onion	oxen
nowhere	only	pa
number	open	pack
nurse	or	package
nut	orange	pad
o	orchard	paddle
oak	order	page
oat	organ	paid
obey	other	pail
ocean	ouch	pain
o'clock	ought	paint
October	our	pair
odd	ours	palace
of	ourselves	pale
off	out	pan
offer	outdoors	pancake
office	outside	papa
often	oven	paper

papoose	pen	pitcher
parade	pencil	pitter
parent	penny	place
park	people	plain
parrot	perch	plan
part	perfect	plant
party	perhaps	plate
pass	person	platform
passenger	pet	play
past	piano	player
pasture	pick	playhouse
pat	picnic	playmate
patch	picture	plaything
path	pie	pleasant
patter	piece	please
paw	pig	plenty
pay	pigeon	plow
pea	piggy	plum
peace	pile	pocket
peach	pillow	poem
peanut	pilot	point
pear	pin	poison
peck	pine	pole
peddler	pink	policeman
peep	pipe	polite

pond	present	purple
pony	president	purr
pool	press	purse
poor	pretend	push
pop	pretty	pussy
pop-corn	prince	put
poppy	princess	puzzle
porch	print	quack
porridge	prison	quarrel
post	prize	quart
postman	promise	quarter
pot	proper	queen
potato	protect	queer
potatoes	proud	question
pound	proudly	quick
pour	prowl	quickly
powder	prune	quiet
power	pudding	quite
practice	puddle	rabbit
prairie	puff	race
praise	pull	racoon
pray	pump	radio
prayer	pumpkin	radish
precious	punish	rag
prepared	puppy	rage

rail	refuse	rock-a-by
railroad	reindeer	rode
rain	remain	roll
rainbow	remember	roller
rainy	reply	roof
raise	rest	room
rake	return	rooster
ran	ribbon	root
ranch	rice	rope
rang	rich	rose
rap	riddle	rough
rapid	ride	round
rat	rider	row
rather	right	rub
rattle	rill	rub-a-dub-dub
reach	ring	rubber
read	ripe	rude
ready	rise	rug
real	river	rule
really	road	rumble
reap	roar	run
reason	roast	rush
receive	robber	sack
red	robin	sad
redbreast	rock	saddle

safe	scene	self
safely	school	selfish
safety	scissors	sell
said	scold	seller
sail	scooter	send
sailor	scout	sent
salt	scramble	sentence
salute	scrap	September
same	scratch	servant
sand	scream	serve
sandwich	scrub	set
sang	sea	settle
sap	search	seven
sat	seashore	several
Saturday	season	sew
saucer	seat	shade
save	seaweed	shadow
saw	second	shake
say	secret	shall
scale	see	shape
scamper	seed	share
scarce	seek	sharp
scarecrow	seem	shawl
scarlet	seen	she
scatter	seesaw	shed



sheep	shout	skate
sheet	shovel	skin
shelf	show	skip
shell	shower	skirt
shelter	shut	sky
shelves	sick	slap
shepherd	side	slay
she's	sidewalk	sled
shine	sigh	sleep
shiny	sight	sleepy
ship	sign	sleeve
shirt	signal	sleigh
shiver	silent	slept
shoe	silently	slice
shoemaker	silk	slid
shone	silly	slide
shook	silver	slip
shoot	since	slipper
shop	sing	slow
shore	singer	slowly
short	sir	sly
shorter	sister	small
shot	sit	smart
should	six	smell
shoulder	size	smile

smoke	son	splendid
smooth	song	split
snail	soon	spoil
snake	sorry	spoke
snap	sort	spoon
snatch	sound	spot
sneeze	soup	sprang
sniff	south	spread
snow	sow	spring
snow-ball	space	sprinkle
snowflake	spade	spun
snug	spank	square
so	spark	squeak
soap	sparkle	squeaky
so'b	sparrow	squeal
soft	speak	squeeze
softly	special	squirrel
sold	speed	stable
soldier	spelling	stack
some	spend	stage
somebody	spent	stair
someone	spider	stalk
something	spill	stall
sometimes	spin	stamp
somewhere	splash	stand

star	stone	stroke
stare	stood	strong
star-fish	stool	stronger
start	stoop	struck
starve	stop	stuck
state	stopped	study
station	store	stuff
stay	storekeeper	stumble
steal	stork	stump
steam	storm	stung
steep	story	stupid
steeple	stout	such
steer	stove	sudden
stem	straight	suddenly
step	strange	sugar
stick	stranger	suit
stiff	straw	summer
stile	strawberries	sun
still	stream	sun-beam
sting	street	Sunday
stir	stretch	sunny
stitch	strike	sunshine
stocking	string	supper
stole	strip	suppose
stomach	stripe	sure

surprise	tap	that's
swallow	tar	the
swam	taste	their
swan	taught	them
sweater	taxi	themselves
sweep	tea	then
sweet	teach	there
swept	teacher	there's
swift	team	these
swim	tear	they
swing	tease	they're
swish	teeny	thick
sword	teeth	thief
swung	telephone	thin
syrup	tell	thing
table	ten	think
tadpole	tender	third
tag	tent	thirsty
tail	tepee	this
take	terrible	thorn
taken	than	those
tale	thank	though
talk	thankful	thought
tall	Thanksgiving	thousand
tame	that	thread

three	tip-top	tortoise
thresh	tiptoe	toss
threw	tire	touch
throat	tired	toward
throne	to	towel
through	toad	tower
throw	toast	town
thumb	tock	toy
thump	today	track
thunder	toe	tractor
Thursday	together	trade
tick	told	traffic
ticket	tomato	trail
tick-tock	tomorrow	train
tidy	tongue	tramp
tie	tonight	trap
tiger	too	travel
tight	took	tray
till	tool	treasure
time	toot	treat
timid	tooth	tree
tin	toot-toot	tremble
tinkle	top	trick
tiny	tore	tried
tip	torn	trim

trip	twin	valley
trot	twinkle	vegetable
trouble	twist	velvet
trousers	two	very
truck	ugly	vest
true	umbrella	village
trunk	uncle	vine
truth	under	violet
try	understand	visit
tub	understood	visitor
tuck	unhappy	voice
Tuesday	United States	wade
tug	unless	wag
tulip	untie	wagon
tumble	until	wait
tune	up	wake
tunnel	upon	walk
turkey	upset	wall
turn	upstairs	walnut
turnip	us	wand
turtle	use	wander
twelve	useful	want
twenty	usual	war
twice	vacation	warm
twig	valentine	warn



was	were	who
wash	we're	whoa
Washington	west	whole
wasn't	wet	whom
waste	whale	whooping
watch	what	whose
water	whatever	why
wave	what's	wicked
way	wheat	wide
we	wheel	wife
weak	wheelbarrow	wig
wear	when	wiggle
weather	whenever	wigwam
weave	where	wild
web	wherever	will
Wednesday	whether	willing
wee-wee-wee	which	willow
weed	while	win
week	whip	wind
weep	whirl	windmill
weigh	whisker	window
welcome	whisper	wing
well	whistle	wink
we'll	white	winter
went	whiz	wipe

wire	woodman	write
wise	woodpecker	written
wish	woods	wrong
witch	wool	wrote
with	word	yard
within	wore	yarn
without	work	year
woke	world	yell
wolf	worm	yellow
wolves	worn	yes
woman	worry	yesterday
women	worse	yet
won	worth	you
wonder	would	you'll
wonderful	wouldn't	young
won't	wound	your
wood	wove	you're
woodchuck	wow	yourself
wood-cutter	wrap	zoo
wooden	wren	

A CONTROLLED VOCABULARY FOR FOURTH  
GRADE READING LEVEL

In addition to the controlled vocabulary for sixth grade pupils with a third grade reading level an additional vocabulary for sixth

grade pupils with a fourth grade reading level was prepared by consolidating two lists of controlled vocabulary for this level. In the Review of Literature a statement of acknowledgment was made for the use of each vocabulary used in the process of consolidation. Words included in the vocabulary for third grade reading level were not included in the vocabulary for fourth grade reading level. The results of this consolidation were arranged as follows:

abide	all right	attract
ablaze	almond	avoid
abode	alter	awe
absent	alternate	awl
abuse	anger	bacon
accident	annoy	badge
advertise	antelope	baggage
account	appetite	balcony
ache	appoint	balk
acre	arch	bamboo
action	arctic	bandage
actor	army	banister
addition	arrest	banquet
adopt	article	bargain
adore	artist	barren
agent	attack	baseball
airship	attend	basement
alien	attire	baste

battle	boss	cancel
bay	bound	cane
beacon	brace	canoe
beams	bracket	canopy
beauty	braid	capable
behave	brand	capture
bellows	bravery	carcass
bewilder	bray	cargo
blade	breathe	carver
blast	bribe	cash
bleach	brief	cashier
bleeding	brilliant	cast
blessed	brisk	central
blinds	broad	cereal
blinker	buggy	challenge
blister	bullet	chamber
blizzard	bureau	chapel
blood	burnt	charter
bluff	bushel	charge
blunt	bustle	cheat
bolt	cab	chef
bomb	cabinet	chest
boost	cactus	chew
bore	calk	chief
borrow	calm	chilly

choir	couch	decide
chorus	council	declare
chuckle	coupon	deed
click	courage	deface
cling	cove	defeat
clothe	cramp	defend
cloudy	crank	delight
clutch	crate	demand
coach	credit	dent
coax	creep	depart
combine	crest	deposit
comical	crew	desire
commence	crop	dessert
compound	crude	difference
conceal	crust	difficult
concert	curate	dike
condition	custard	dilute
congress	dagger	direct
consume	daily	discover
contain	dainty	discuss
content	damage	disease
continue	damp	dismal
contrary	darn	dismiss
control	dazzle	dispatch
coral	deal	distance

distress	elevate	eyesight
district	eleventh	fable
ditch	else	fade
dose	embark	failure
doubt	emblem	faith
drain	embrace	false
drawer	engineer	falsehood
drift	England	famous
drill	enter	faucet
drip	entire	favor
drug	envy	female
dull	erect	fencing
dumb	escape	fender
dump	equal	ferocious
dusk	eraser	ferry
duty	event	fever
dwell	evergreen	fiber
dye	evil	fidget
ebony	exact	fiery
education	examine	fifteen
eighteen	exchange	fifth
eighty	exercise	figure
elastic	expel	file
elect	explore	film
elegant	extend	filthy

firm	frown	gnash
flash	frozen	government
flask	fudge	governor
flesh	furnace	gown
flood	furnish	grab
foliage	furniture	grace
folk	gale	grade
fondle	gallery	grammar
force	gallon	granite
forenoon	gem	grasp
forge	generous	gravel
form	germ	grease
former	ghost	grief
fort	giraffe	groove
fountain	glance	group
fourteen	gleam	guest
frame	glide	gull
France	glimpse	gypsy
fraud	globe	habit
freedom	gloomy	halibut
French	glory	halt
frightful	glossy	halter
frigid	glue	harbor
froth	glutton	hardy



harp	hoof	inquire
harvest	hook	insect
hasn't	horrible	instant
haste	hostile	intend
hatchet	hovel	introduce
haughty	how's	itch
haven	human	ivory
heap	hustle	ivy
height	hysterics	jail
he'll	iceberg	jaw
hem	ideal	jealous
herd	idiot	jelly
hero	idle	jest
hint	illness	jet
hitch	immense	jewel
hither	imp	jingle
hobby	import	jitney
hobo	improve	job
holiday	impure	jog
holy	increase	jolly
homesick	indoors	judge
homespun	infant	juice
homestead	inhabit	juicy
honest	injure	jungle
honor	inland	junior

jut	leisure	magic
keen	lemon	magnet
kennel	lens	magnify
kerosene	leopard	manage
keyboard	lest	manger
kidnap	level	maniac
kiln	library	manner
kimono	lice	margin
kindle	limb	marine
kindling	linger	mast
kink	links	mattress
knight	liquid	mayor
labor	litter	medicine
lacy	loan	meek
laden	loosen	megaphone
lame	Lord	mellow
language	lord	melon
lapse	loss	member
larceny	lounge	memory
latch	lower	menu
launch	lucky	mercy
laurel	lumber	merit
lawyer	machine	mesh
leak	mackerel	metal
lecture	mad	midget

migrate	nature	parcel
mild	naval	parent
military	necessary	parlor
millinery	nervous	partner
mince	nestle	paste
mineral	nineteen	peace
mingle	ninety	peak
minstrel	ninth	pearl
moan	noble	pebble
model	nonsense	pedal
modern	notion	peddle
moist	object	peddler
moment	officer	peek
monitor	observe	peel
motion	obtain	pelt
motor	odd	pepper
motorist	omit	perch
mount	orchard	perfect
muscle	overalls	perfume
muslin	owe	period
nasty	owner	permanent
nation	oyster	permit
national	painful	pester
native	palm	petal
natural	pants	pilot

pitch	purpose	repair
plane	quarter	repeat
plaster	quill	report
plateau	quilt	require
pleasure	quotient	rescue
pledge	racket	rib
plump	rage	rid
plural	railroad	rifle
poet	ramble	rigid
poetry	range	rinse
poke	rank	risk
polish	ransom	rob
porcupine	rapid	royal
possible	rare	ruby
pouch	rave	rude
powder	razor	ruin
prairie	recent	ruler
principal	recess	rummage
product	record	rust
program	recover	rut
prove	refuse	saint
public	relation	salad
puppet	remnant	saliva
purchase	remove	salmon
pure	rent	sandal

sank	seventh	socks
satisfy	seventy	soil
sauce	shallow	solid
scale	shame	sore
scarce	shanty	sort
scare	shark	soul
scarf	shave	spade
scatter	shears	spatter
scrape	she'll	special
scratch	shelve	sphere
screw	shield	sport
scrub	shovel	sprawl
seal	silence	stagger
seize	simple	stake
seldom	single	stale
senior	sink	stall
sense	situate	startle
sensible	sixteen	steel
separate	sixth	stiffen
serene	sixty	stingy
serious	slice	stock
service	snore	strap
settle	snout	streak
settler	soak	strength
seventeen	social	stuff

subject	thicken	trumpeter
suffer	thief	trust
sulky	thimble	turpentine
supply	thirteen	twelfth
switch	thirty	twine
tab	thistle	twist
tack	thou	typewriter
talkative	thrash	uncertain
tank	treat	understand
tape	thrill	uneasy
tart	thus	unequal
tax	tickle	unfit
taxicab	tide	unfold
teeming	tile	union
telegraph	trace	unite
temper	trail	unknit
tenant	trash	unless
tender	tread	unloosen
tenth	trench	uplands
terrify	trespass	upset
test	triangle	usual
thce	tribe	usually
therefore	trickle	vocation
they'll	trinket	vain
they've	truly	valve

vapor	waist	wondrous
variety	waive	worst
veil	waltz	wreath
vein	wander	wreck
vex	warn	wreckage
view	waste	wrench
vigil	weaken	wriggle
villain	wealthy	yelp
vote	weaver	you'd
vowel	weight	you've
voyage	wept	yowl
vulgar	wicked	zeal
wage	wisdom	zipper
wail	witty	zone

#### A SAMPLE REWRITE

Based on the selected procedures for rewriting social studies material cited on pages 24-25 and on the consolidated controlled vocabulary listed on pages 26-55 a rewrite was prepared. The selection used was from a recent popular book on Brazil. The book was written for the purpose of serving either as a text or as supplementary material. The book was intended primarily for pupils in the fifth and sixth grades.

The selection selected for the rewrite was quoted in its original form. This was followed by a rewrite of that selection.

Transportation. On the economic front, one of the major challenges for Brazil is the need for better transportation. Industrial growth would enable Brazil to make use of the abundance of natural resources and improve the standard of living of the people. Yet such industrial growth will be difficult without better means of transporting raw materials and manufactured goods.

Until recently 91 per. cent of the railways and 75 per cent of the roads in Brazil have been concentrated in the narrow belt on the east coast. Even on the coast, railroad service has not been extensive enough. For lack of transportation, Rio de Janeiro has frequently suffered from shortages of some foods while crops were rotting in the interior 100 miles away.

Traffic between coastal cities has been largely by sea, and there has been little change or improvement in shipping facilities since colonial times. Ports and dock equipment are completely out-of-date.

Some people feel that Brazil will never develop an extensive railroad system, but will zoom ahead into the air age. The growth of air facilities has been spectacular. With immense distances and impenetrable jungles to cross, air travel is often the most practical way to get around. No major country can boast of a better record of progress in the aviation field. Today there are more than 1,100 airports in Brazil. Many airlines provide transportation to Europe and connect previously isolated regions within the country. Businessmen and government officials shuttle back and forth on the two and one-half hour plane trip between Rio de Janeiro, the old capital, and Brasilia.

To President Kubitschek, must go the credit of finally getting a highway program started. In the mid-1950's when construction was begun on Brasilia, there were still less than 300,000 miles of highways in the country. Three-quarters of these were no more than primitive paths which could not be used by motor vehicles. Since the great majority of the people never traveled on anything except their own feet, an ox or a mule, there was little incentive for building roads.

But the construction of Brasilia spurred the development of highways into the interior where none had ever existed before. More than 5,000 miles of roads were built to link the new capital to other major cities such as Sao Paulo, Belo Horizonte, and Belem.<sup>1</sup>

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<sup>1</sup>Marion Gattler and George L. Hall, Understanding Brazil (River Forest, Illinois: Laidlaw Brothers, 1962), pp. 53-55.



A rewrite of the selection quoted above was prepared as follows:

Transportation. Transportation means hauling things from one place to another place. Cars, trucks, trains, ships, and airplanes are used in transportation. Transportation helps to haul things made in factories. It helps to haul things grown on farms. Things made in factories and grown on farms are called products. Transportation helps people who live far away from the factories and farms to buy those products. This gives more people work. It gives more people more money. Then people can have better ways of living.

Making and selling more and more is called industrial growth. Transportation helps industrial growth.

Brazil needs better transportation. Until recently most of the roads in Brazil were on the land along the east coast. Even on the east coast the railroads have been too few. Because of too little transportation people in Rio de Janeiro often do not have enough food. At the same time much food is spoiling in fields on farms 100 miles away.

Transportation between cities on the east coast is mostly by ship. Men in Brazil load and empty ships as they did years ago. They do not use many of the new ways of loading and emptying ships.

Some people think that Brazil will never have a large number of good railroads. Instead they think that Brazil will have many good airplanes. Brazil has been buying more and more airplanes. No other country in South America has bought so many airplanes in so short a time.

Airplanes can fly in an easy way over the jungles of Brazil. Jungles are places with much rain, much heat, many trees, and many thick vines.

Today there are more than 1,100 airports in Brazil. Airplanes fly to all parts of Brazil. They fly to other countries. Men in business and men helping to rule the country travel by airplane. It takes only two and one-half hours to fly from Rio de Janeiro to Brasilia.

President Kubitschek did the most to build roads for Brazil. In the 1950's there were less than 300,000 miles of roads in the country. Most of the roads were only narrow, rough paths. The people did not wish for better roads. Either they walked, or they rode on mules or oxen.

After the city of Brasilia was built, there was more need for better roads. So more than 5,000 miles of roads were built. They joined Brasilia to other big cities. Sao Paulo, Belo Horizonte, and Belem were three of the cities.

Of necessity this rewrite introduced words not included in the controlled vocabulary. Most of them were the names of cities in Brazil. The new words were as follows: transportation, industrial, growth, Rio de Janeiro, Sao Paulo, Belo Horizonte, Belem and President Kubitschek. When preparing the rewrite, it was realized that these new words would have to be introduced to the pupils by the teacher.

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A PROCESS OF REWRITING SOCIAL STUDIES MATERIALS ON LATIN AMERICA  
FOR SIXTH GRADE PUPILS WITH READING ABILITIES OF THIRD OR  
FOURTH GRADE LEVEL

by

CHARLES J. SIPPEL

B. S., Kansas State University, 1962

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AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

School of Education

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1963

Approved by:

  
Major Professor

Actual teaching experience and the recommendations of textbook authors prompted the writer's selection of this topic.

It was the purpose of this study (1) to request information from leading publishers of reading material for elementary schools whether social studies materials have been published on Latin America for sixth grade pupils written on a third or fourth grade reading level; (2) to review current literature on the process of rewriting textbook and supplementary reading material for pupils with a reading ability lower than their assigned grade; (3) to select the best features of the various rewrite processes suggested by authorities; (4) to review literature on the formation of controlled vocabularies for third and fourth grade reading levels; (5) to develop consolidated vocabularies for both third and fourth grade reading levels; (6) to utilize the criteria for rewriting material and one of the consolidated controlled vocabularies to prepare a sample rewrite of sixth grade material on Latin America; (7) to make this process available for any elementary teacher interested in meeting reading level difficulties while teaching social studies dealing with Latin America.

Of the 110 publishers contacted 63 per cent replied in such a manner that the writer concluded that if social studies materials on Latin America for sixth grade pupils written on a third or fourth grade reading level exist, they are at most very scarce.

Numerous articles in educational periodicals and several texts



on procedures for teaching reading and social studies were investigated to determine opinions on rewriting content subject materials.

The various opinions of authorities were compared. Major points of agreement were selected as criteria for the rewrite process. In all twenty-four principles were selected.

Another step in library research consisted of reviewing literature on the formation of controlled vocabularies for the elementary grades. Controlled vocabularies from the earliest attempts to the most recent were reviewed. The vocabularies were found in books and in educational periodicals.

Based on twenty-one lists of controlled vocabularies two consolidated controlled vocabularies were prepared and listed in detail. Nineteen lists were used in the preparation of a consolidated controlled vocabulary for a third grade reading level. Two lists were used for the preparation of a consolidated controlled vocabulary for the fourth grade reading level.

A final step in the preparation of this report consisted of preparing a sample rewrite. A section from a recent social studies publication, which can be used either as a textbook or as supplementary material, was selected. Using the selected criteria for the rewrite process and the consolidated controlled vocabulary for the third grade level a sample rewrite was prepared. Both the original selection and the sample rewrite were quoted in full.